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Project revitalizes
art curricula.



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Applications change
for 1988 selection.



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Montana Schools

OFFICE OF PUBLIC INSTRUCTION
Ed Argenbright, Superintendent

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A renewed commitment to Montana students

UNIVERSITY SYSTEM: THE GOOD NEWS

Despite budget cuts, there is no reason for a student to fear that he or she will not receive an excellent education in the state university system.

by Carrol Krause
Commissioner of Higher Education

There is plenty of good news for Montana high school students in search of a college education, and most of that good news comes from right here in Montana.

In recent surveys Montana university units reported that their graduates are doing very well in the job market. Eighty to 90 percent of the graduates reported that they have jobs and are earning good salaries. In many fields their average starting salary exceeds \$20,000.

Members of the Class of 1986 were heavily recruited by both Montana and out-of-state employers. The graduates got high marks for their technical skills, communication skills and, significantly, for their ability to get along with others.

Those who chose graduate school found many options both in Montana and out-of-state. Various national certification and competency exams, as well as other kinds of tests in engineering, nursing, education, law and accounting, indicate that Montana college graduates are scoring well above national averages. Students in our University System also continue to distinguish themselves in competitions for prestigious scholarships, such as the Truman, Rhodes, Mellon and other high ranking honors.

We think the future is bright, too. By next fall all units of the system will have fully integrated core curricula designed to provide a common body of knowledge regardless of major. The core programs have strengthened our commitment to undergraduate teaching, and we are proud of our faculty for making it all possible. In addition, many units have recently upgraded computer equipment and undergraduate laboratory facilities.

As you know, enrollments have declined with changing demographics, resulting in some dislocation. However, it also means the days are gone when students could not get classes or find housing space or computer terminals.

Thanks to actions by the Board of Regents, the university units are more focused in their educational missions. The board is also working hard to establish admission requirements that give all Montana students opportunities to succeed at the college level. We are cooperating with the public schools, vo-tech centers and community colleges to set those standards effectively.

But what about the cutbacks in funding? How can we talk about good news when the University System budget has been reduced? Perhaps it is the way in which those cuts were made that allows me to speak with such confidence about quality in higher education.



Photo courtesy of Montana State University

continued next page...

FROM THE SUPERINTENDENT



I am sure that much of your attention during the past 90 days was on the legislative session. One of the session's most significant outcomes was the maintenance of state foundation program funding at the current level. While the lack of an increase will cause difficulty when taken in conjunction with I-105, the property tax freeze, the budget can be seen as a significant commitment to our public school system by legislators. To bring funding up to current levels, their \$95 million general fund appropriation was nearly triple the appropriation of the preceding biennium.

Perhaps most significant was what did not happen during the legislative session. The foundation program was not cut back; reservation schools did not lose their Impact Aid monies; local district reserves remain in your hands; the legislature did not give the Governor the ability to make across-the-board cuts in the foundation program during the interim between sessions, and his authority to cut special education was removed.

One low point was the loss of \$800,000 in secondary vocational education funds, significant because of the effect it could have on at-risk students or dropouts who, by not finishing high school, may find it harder to contribute to society and lead productive lives. I urge you all to support secondary vo-ed programs.

Funding for special education and pupil transportation remained at the same levels. However, inflationary increases in all school costs will be difficult in view of legislators' failure to address the property tax freeze.

Another positive note, however, is that 92 percent of the first voted levies did pass, an indication that Montanans remain committed to their public schools.

In the coming months the underfunded schools lawsuit will continue to be in the spotlight. I believe that defending the state foundation program is imperative if we are to maintain a strong community-based, decentralized education system, one which has helped us become one of the top public school systems in the nation.

Several school districts are using laser disks in their math programs, and 25 districts are taking advantage of the growing number of instructional programs available via satellite. These and other technological tools hold great potential for extending student and staff skills and abilities. They also reinforce my belief that, while our immediate economic circumstances are difficult, we can and will continue to meet the needs of each young person. Cooperation with other agencies and the private sector will help provide the resources to meet the coming challenges.

—Ed Argenbright
State Superintendent

University system

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Without hesitation, I can say that the Montana University System has done the most difficult thing a group of institutions can do. Each unit has resisted the quiet, across-the-board cuts that erode overall quality in favor of selecting specific programs for reduction or elimination. The reduction or elimination of a program makes good headlines, but the stories do not emphasize the strengths that remain or, in some cases, have been enhanced.

For example, at the University of Montana and Montana State University, budget cuts thus far have affected only a small percentage of the academic programs, and those actions have been clearly stated. At Montana Tech, the Regents have ordered a narrowing of focus geared to protect program quality in Tech's traditionally strong areas. Eastern and Northern Montana Colleges have also cut their budgets, but not in an across-the-board manner.

Despite our efforts to communicate, the status of various academic programs may be poorly understood. For example, many headlines appeared about MSU's recommendation to phase out architecture, yet only one story has recounted the Regents' recent approval of a plan to retain the program for future students through the use of a tuition supplement. These kinds of discrete program decisions were carefully made to preserve institutional quality. We trust no one would interpret them as evidence of institutional decline.

True, the headlines have often been dismal, and we certainly are unhappy about the budget cuts. But we are, frankly, even more alarmed by the exodus of some of our best high school graduates. We are concerned that they may be leaving because they do not know about our commitment to selective reductions rather than risk an overall loss of quality. They may be feeling that they can no longer get a good education in Montana, a sentiment that is perhaps echoed by parents and school counselors. Nothing could be farther from the truth.

Of course, there may be reasons to leave Montana for a college experience. In some instances, we do not offer the right mix of academic programs for a particular student; in others the lure of a scholarship or a personal goal may cause a student to leave. *But there is no reason for a student to*

leave Montana for fear he or she will not receive a good and, in many cases, an excellent education.

We are distressed when we hear that students are leaving for educational institutions in the Intermountain West which are very similar to those in Montana—similar not only in size and scope but, I might add, also undergoing similar budget reductions. Montana is not the only state suffering from economic downturns in education. But I do not think you will find any state which has handled the reductions in a more quality-conscious way.

We hope that public school officials will, as the opportunities arise, help students find the right match between curricular interests and individual institutions. Certainly students should be encouraged to consider opportunities in Montana. If, at any time, questions arise about the status of particular academic programs, my office would be glad to respond, as would any of the colleges or universities.

We all have a big stake in Montana's future.



Dr. Carrol Krause, Commissioner of Higher Education

"In Order to Form a More Perfect Union..."

Montanans' Conference for Constitutional Literacy

September 17-19, Helena

In conjunction with OPI's Annual Law-Related Education Seminar

TO CELEBRATE THE Bicentennial of the U.S. Constitution, students, teachers, scholars and citizens will gather in Helena on September 17—200 years from the day that Constitutional Convention delegates approved the document—to begin discussions, seminars, resource study and other activities at a citizenship education conference, "In Order to Form a More Perfect Union"—Montanans' Conference for Constitutional Literacy.

Among the conference events is a special session of the Montana Supreme Court, open to all participants, and displays of materials devoted to Constitutional study. This year the Office of Public Instruction's annual Law-Related

Education Seminar, a teacher seminar usually held in the summer, will be held in conjunction with this conference.

Conference planners include the Close Up Foundation, Project '87, Jefferson Foundation, the Center for Civic Education, the American and Montana Bar Associations, Montana Supreme Court, Montana Statehood Centennial Commission, the Montana Council for Social Studies and others. Conference coordinators are Edward Eschler and Rick Bartos of the Office of Public Instruction.

Please call Edward Eschler for more information (444-4433).

MONTANA SCHOOLS

Montana Schools is published quarterly (September, December, February, May) by the Office of Public Instruction, State Capitol, Helena, MT 59620. It is distributed to public schools and members of boards, associations, organizations and individuals interested in education in Montana.

Deadlines are six weeks before the first day of the publishing month (e.g., six weeks before September 1).

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CIVIC RESPONSIBILITY CAN BE TAUGHT



by Hal Stearns

Student responsibility is an excellent topic for teachers at any time, and even more so as we begin to celebrate the Bicentennial of the U.S. Constitution and the 1989 Montana Centennial.

All of us know that citizenship and responsibility go hand in hand and that a democracy will work only if the public is informed and participates. What should we do as teachers? We can incorporate personal and civic responsibility into our own teaching in a number of ways. Daily reminders like the Pledge of Allegiance, having students vote on important issues in class and taking straw votes on national and state questions are the ones we usually try. But there is more to helping our students become citizens who are informed, skilled in the processes of a free society, committed to democratic values and personally responsible for self and others.

Information, Skill, Commitment

The informed citizen has an adequate background of information in order to contribute to decision-making processes in an intelligent way. The expectation: Citizens knowledgeable about their works and the social forces in which their lives are enmeshed are better citizens. To meet this goal, my students and I discuss current events on a daily basis. I find it helpful to have a major weekly theme, such as hot issues before the Montana legislature, disarmament talks, or acid rain negotiations with Canada.

A student must also be a skillful citizen. Interpersonal relations and learning to acquire, organize and use information are vital. My sociology students work as teams, visit local social agencies and write papers about their experiences. Each of my Montana history students researches a different Montana county. They write to county officials, newspaper editors and museums. The final product is a research paper that is a detailed, thoughtful analysis about a political entity in their home state.

There must also be a commitment to democratic principles. The family, community and school all help young people internalize the value system that establishes our feelings about responsibility, diversity, equality, justice and freedom. We expect our youth to go forth knowing what is "right." Thus, I spend a great deal of time in my classes discussing the development of mores, folkways and laws.

"Good manners: the oil of civilization" is a favorite quote of mine, one I have printed on a big poster in the front of my room. It is the topic of the very first discussion we have at the beginning of a new class. I also use a little transactional analysis to help "mold" students into decent relationships with each other and with me. Adult-adult behavior is stressed, rather than my acting as "parent" and the student always responding as "child." Adaptation and accommodation are important in democracy and in daily class relationships.

Humanity is in a sort of "final exam," said the late Buckminster Fuller. He noted how mankind had the technology and know-how to turn each decision either toward destruction or cooperation. We have the opportunity to choose between the exclusive "you or me" world or the "you and me" world which means survival and prosperity for all. This type of challenge is a major part of any teacher's role when dealing with personal and civic responsibilities.

Law and Our Constitutions

Law-related education is an excellent focus for teaching responsible citizenship. I teach a criminology unit and have literally brought the criminal justice system into my classroom. Last semester, for instance, my students heard from over 25 speakers ranging from a Missoula legislator and county attorney to a social worker and law enforcement officers. On a field trip, students met Chief Justice Jean Turnage in the Montana Supreme Court, visited Mountain View School and the old state prison. They took part in a mock trial, debated the pros and cons of capital punishment, saw tapes on search and seizure and designed a prison. My purpose: to help kids understand a major part of their lives, one that is constantly in the news and has great social and monetary cost.

The upcoming celebration of the U.S. Constitution gives us a golden opportunity for citizenship education. I am using a calendar that is built around events of 1787, with each day offering a different aspect of life in the 18th century. I think it is important to emphasize the great work of the participants in the constitutional debates. They came from a variety of backgrounds. They traveled hard miles to get to Philadelphia. Some came late, some left early, some left mad. But the result! A truly amazing document was produced by these remarkable people. We have the model constitution, one that has been referred to and borrowed by so many others.

Amended only twenty-plus times, it was and still is the foundation for this country. I don't think we can emphasize it enough, especially during its bicentennial.

Have students compare the U.S. Constitution to state constitutions. Most state documents are much longer and have been amended and/or rewritten several times. Here, economy is a good lesson to emphasize. States tend to want every aspect of life included, no stone unturned. The U.S. Constitution, on the other hand, is short and sweet. Granted, the Founding Fathers wrote it for a specific time, but also, I believe, to make it adaptable to a changing America. Why not let your students write their constitution for the 21st century? I would wager they wouldn't change the old one much. No matter what, the discussion will be lively.

An interesting lesson plan for your class would be to compare the Montana Constitution of 1889 with that of 1972. How have we changed as a people? Did we add to our individual or collective rights? Did we take into account a changing Montana? For example, in 1889, we didn't concern ourselves with pollution. In our current constitution, that was a major concern.

What a time it is for us as teachers on the very eve of our national Constitutional Bicentennial and our state's birthday party. How do we start? Join Montana's '89ers through the Montana Centennial Office, get information from the National Commission on the Bicentennial of the U.S. Constitution.* Get your own creative juices flowing: attend a city council meeting or a county commissioner hearing. Better yet, take your students. Get a bill or two that was introduced at the state legislature. Take the kids through the process of "how a bill becomes a law" and let them debate the issues.

I always keep in mind that our students will soon be adults. They will be voting, debating, running for office and serving the people. Citizenship education—what better way to prepare them for those awesome responsibilities.

*Montana Centennial Office, State Capitol, Helena, MT 59620. National Commission on the Bicentennial of the Constitution, Box 50184, Washington, DC 20004-0184.

Hal Stearns teaches at Sentinel High School, Missoula. He was Montana Teacher of the Year 1986.

ART EDUCATION CURRICULUM PROJECT



If, then, the impact of serious, continuing encounters with good art can sometimes stir and provoke the senses to be more innovative and ambiguity-tolerant, why do we put these experiences off until our adulthood? If the young mind is as thirsty and capable of early molding as we believe, why don't we start the process and reap the benefits earlier? Why not establish the place for art education in our schools both for aesthetic and intellectual regards?—William Kieschnick, President and CEO, Atlantic Richfield.

After many years of preparation, Montana is on the verge of giving new focus to art education through a cooperative project in advocacy, curriculum and teacher training. The project brings together people from schools, communities, higher education and local visual art centers, as well as artists and art specialists, in a series of regional institutes to educate teachers K-12 and school administrators in providing substantive, discipline-based art instruction based on nationally recognized models.

The art education effort began in 1985 with the formation of the Montana Arts and Humanities Task Force, whose purpose is to stimulate the integration of arts and humanities curricula in Montana schools by focusing on the broad-based advocacy of art education, teacher training/retraining and

pilot projects. The task force is cosponsored by the Arts in Education Program, Office of Public Instruction and the Montana Alliance of Arts Education, a component of the Education Program at the John F. Kennedy Center for the Performing Arts, Washington, D.C.

One product of the task force's hard work is the participation of 15 Montana schools and districts in a pilot project based on the concept of a discipline-based art instruction—that is, teaching visual art production reinforced by art history, art criticism and aesthetics, an approach which has been sanctioned by the J. Paul Getty Center for Education in the Arts in Los Angeles. The participants are Hellgate Elementary, Missoula, Monforton School, Bozeman, and Lockwood School, Billings, and the Billings, Bozeman, Butte, Great Falls, Kalispell, Helena, Missoula, Poplar, Ronan, Rudyard and Wolf Creek school districts, and one site pending.

In October 1985 these sites, together with universities and colleges and arts/cultural organizations, formed a consortium and asked the Getty Center for Education in the Arts for a planning grant to design a Regional Institute on Discipline-Based Art Education in Montana. Although the Getty Center was unable to grant the planning funds, the consortium continues to seek other funding sources.

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Making the Curriculum Accessible

by Ken Briggs

In late 1979 and early 1980 more than 50 Southeast Asian refugees were resettling in Missoula each month. The immense and sudden impact on the schools sent teachers and principals scrambling for information about the newcomers and about ways to teach them English. An English as a Second Language (ESL) teacher was hired in January 1980, but by June he was serving 110 limited English proficient students in seven schools.

In 1981, Missoula District 1 applied for and received a three-year Title VII Bilingual Education grant from the U.S. Department of Education's Office of Bilingual Education. That first year the program served more than 120 students. Now, nearly six years and another three-year grant later, the program serves only 23.

The program's primary effort today, as it was when it first began, is to provide limited English proficient Hmong children with access to the district's basic curriculum and to help them to learn English well enough to achieve on their own in an English language classroom. This is accomplished by offering the children instruction in math, science and social studies using their dominant language, Hmong, and by giving them English language instruction through the Chapter 1 program.

During the school day, children are pulled out of their regular classroom to receive subject area instruction from one of the two Hmong bilingual paraprofessionals. By using Hmong, the language over which the children have a strong command, as the language of instruction, the district is more assured that the children are learning the important concepts for the particular grade level. They also are able to develop learning skills at the same pace as their English-speaking peers.

The bilingual paraprofessionals play many roles. They are the conduit through which vital information passes back and forth between the schools and the children's parents. They are sources of information on cultural differences that may affect a student's performance in school. Often the paraprofessionals may be the only ones on the teaching team who have the most accurate understanding of how much and how well a limited English proficient Hmong student is actually learning.

English language instruction is most often delivered through a school's Chapter 1 program. In cases where children attend schools without a Chapter 1 teacher, volunteers or students from the University of Montana's Linguistics/ESL Department are used.



The mainstream classroom teacher is of major importance to a limited English proficient student's success since the student very likely spends at least 80 percent of the school day in the mainstream classroom. When the mainstream teacher is able to create an atmosphere in which the student feels secure enough to take risks, and where success is achievable with good effort, the student will acquire English more rapidly.

All of these activities and services take place during the usual school day, but Hmong students may choose to stay after school for the Hmong cultural heritage program overseen by the Bilingual Program Parent Advisory Committee. This program gives the children a chance to learn to read and write Hmong and learn more about their history and cultural heritage. The children are not the only ones who benefit

from this program. Parents and other adults also may take classes to become literate in Hmong, to learn about the school district's policies and organization, to become naturalized U.S. citizens, or simply to discuss issues of interest to refugee parents.

This is the final year of federal funding for the Missoula District 1 program. The district has already begun to assume program costs in order to maintain a meaningful and effective education program for its limited English proficient student population.

Ken Briggs is Bilingual Director of Missoula District 1.

LEWISTOWN'S EXEMPLARY STAFF PROGRAM

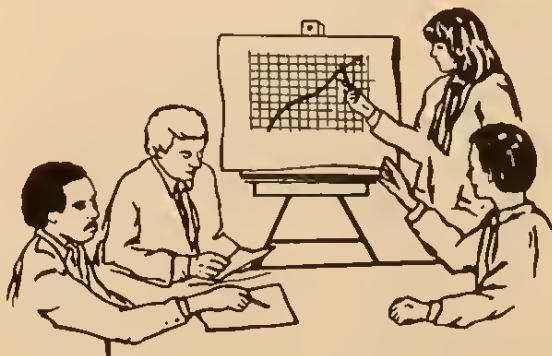
by Sid Wilson

Staff development is now an integral part of state accreditation standards for Montana schools. To ensure that all students receive a quality education, Lewistown School District 1 has made a serious and exemplary commitment to staff development.

Initially, all staff members K-12 were trained in Basic ITIP (Instructional Theory Into Practice), conducted by personnel from outside the district. A district ITIP facilitator was also trained so that Lewistown schools could eventually rely on their own resources for staff training.

ITIP is an instructional model based on the Mastery Teaching research of Madeline Hunter of the University of California at Los Angeles. Hunter's original research focused on what effective teachers do in the classroom and a subsequent explanation of the psychological theories on why some teachers are more effective than others. Hunter then developed instructional techniques which converted theory into actual practices.

The overall purpose of the Lewistown program is three-fold. First, the program attempts to provide all staff members with the basic knowledge and skills inherent to quality education. Second, it trains teachers to use the most current educa-



tional research and practices. And third, the program offers teachers an opportunity to receive individual assistance in areas where they may be experiencing difficulty or where they may need additional instructional resources. To accomplish these objectives, several inservice activities were initiated.

Basic ITIP Training—As of October 1985, all new staff members will receive 33 hours of basic training in ITIP during weekend or after-school sessions. As an incentive, Basic ITIP

is offered for graduate credit through Eastern Montana College with the district paying tuition costs.

ITIP Review and Distributive Practice—This segment encourages teachers to review the principles learned in ITIP and to continue to use them in the classroom. The format of the sessions, which are conducted weekly at regularly scheduled faculty meetings throughout the district, is based on Mastery Teaching techniques.

Teacher Performance Evaluation: Administrators—To enhance a uniform and consistent procedure of teacher evaluation, district administrators were given a review of Teacher Performance Evaluation in September 1985. The program highlighted the approach and techniques that are used to evaluate teachers throughout the district.

Clinical Supervision—As of fall 1985, district teachers have the opportunity to receive clinical supervision in lesson development and presentation. While this supervision is a requirement for all new teachers taking Basic ITIP, the service also is available to all district teachers. The program enables teachers to have direct assistance in the classroom and at the same time provides a convenient method for monitoring the effectiveness of inservice training.

continued on next page

Lewistown, cont.

Professional Resource and Training Center—The district is now creating a Professional Resource and Training Center, a central location where district teachers can use professional materials and current research. The center also serves as a meeting place where staff members can discuss problems and receive assistance from the ITIP facilitator.

Advanced ITIP Training—To ensure that district staff continue their professional growth and development, Advanced ITIP training was given in the spring of school year 1986-87. Topics and subject areas were based on the specific needs of the Lewistown School District and current research that can be implemented in the classroom.

Most educational research indicates that strong instructional leadership and clear instructional focus are key factors in an effective school system. In an effort to provide these two elements and meet the increasing demands placed upon education, Lewistown has made a sincere commitment to staff development. The Lewistown program is a highly positive program whose benefits appear to greatly outweigh any additional costs that it might incur.

Sid Wilson teaches at Fergus High School and is Staff Development Coordinator for Lewistown Public Schools. He is an Honor Roll Teacher of the Year 1987.

This article was adapted with permission from an article that originally appeared in Big Sky Administrator. In February the Lewistown program won an award for exemplary programs from the National Center for the Improvement of Learning.

Art Education continued from p. 3

A grant proposal was also submitted to the National Endowment for the Arts for matching funds for the initial regional institute, planned for July 1988. Specifically, the institute would draw on the expertise of artists Rudy Autio, Deborah Butterfield, Jaune Quick-to-See Smith, Neil Parsons and Patrick Zentz; *Newsweek* art critic, Mark Stevens; art historian, Sarah Boehme; Barry Ferst, aesthetician; and others. A unique aspect of Montana's project is the incorporation of Native American arts and culture in the curriculum. Notification on the NEH grant proposal is expected in September.

The art education project addresses a definite need in Montana education, one that has been formally assessed as well as repeatedly expressed by school districts. Fine arts are a fundamental part of the *basic instructional program* at elementary, junior high and senior high levels, as embodied in the state accreditation standards for public schools. The project provides teachers with a concrete model that assists in sequential art curriculum development and thorough inservice. It is a focused model for the existing instructional agenda, not something new to be added to a teacher's already overburdened schedule.

The project addresses the new optional middle school accreditation standard in much the same way by providing a model for visual arts education in a documentable manner. It supports the 1984 recommendation by the State Board of Regents to include one unit of fine or performing arts for high school graduation requirements for a college preparatory program.

Inservice is also a priority for the Arts and Humanities Task Force. Members Ray Campeau, Bozeman Senior High, and Bobby Tilton, Missoula District 1, were funded by their districts to attend a two-week Getty Center institute in Los Angeles last summer. Susan Sielstad of Simms High School attended a Getty concept institute in Tucson, Arizona, and art staff from Helena, Kalispell and Missoula participated in workshops in Portland and Ashland, Oregon, to become familiar with this expanded approach to art instruction. This summer the task force and consortium are defining specific planning tasks in curriculum, logistics and funding sources.

If you would like to know more about these and other art education activities, call Janet Athwal at the Office of Public Instruction, 444-4442.

Laurel Co-op Wins Award

The Yellowstone West/Carbon County Special Services Cooperative in Laurel is the recipient of a national award from the American Council on Rural Special Education (ACRES) for outstanding contributions to rural special education. The cooperative, which is under the direction of Vern Barkell, received the award in the Interagency Collaboration category for continued professional excellence in cooperative special education services. ACRES presented the award to Barkell at its conference in March.

NEWS BRIEFS

INCREASE IN CERTIFICATION FEES

Part of the "Act to Create a Certification Standards and Practices Advisory Council," passed recently by the state legislature, calls for an increase in teacher certification fees.

When the law becomes effective on July 1, 1987, certification fees will increase from \$2 per year for each year of the valid certificate to \$4 per year plus a \$4 registration fee for the first certificate. All applications received by the Office of Public Instruction that are postmarked after June 30, 1987, will require the higher fee. This includes applications returned for completion, applications awaiting transcripts, etc.

If you have questions about the new fees, contact the Division of Certification, OPI, State Capitol, Helena, MT 59620.

BUS SAFETY POSTER CONTEST WINNERS

Montana can be proud of state winners of the National School Bus Safety poster contest, an annual competition to promote safety awareness among children grades K-6. Sixty-three entries were judged and forwarded to the national competition.

Montana's winners were: Amber Snyder, grade 3, Blue Sky School, Rudyard, first place; Lisa Hensleigh, grade 3, Quaw-Heck School, Belgrade, second place; and David Savage, grade 2, Bo Peep School, Circle, third place. The winner of the national competition was Kristin Carpenter, a third grader from Georgia.

Montana contest coordinator, Jean Pfeffer, Pupil Transportation Coordinator at the Office of Public Instruction, thanks all participants and encourages students to enter this year's contest to celebrate National School Bus Safety Week, September 20-26. See page 12 for details.

SCHOOL CHIEF PROJECT TESTS CITIZENSHIP COURSE

The National Fund for the Improvement of Postsecondary Education (FIPSE) Advisory Committee to the Council of Chief State School Officers will test a two-year course on the princi-

ples of American citizenship for elementary and secondary education majors at higher education institutes in 10 states. After the program is piloted, chief state school officers and higher education faculty will work towards its adoption as a regular university course and its inclusion in state teacher certification requirements.

The "Foundation of American Citizenship: A New Direction for Education Graduates" will be offered in California, Minnesota, Ohio, Idaho, Massachusetts, Vermont, Connecticut, Hawaii, Iowa and Missouri universities.

LIBBY HOSTS GLOBAL EDUCATION SEMINAR

World problems won't be solved in Libby during the week of August 9-14, but they certainly will be discussed as Libby Public Schools, Northern Montana College and AFS International/Intercultural Programs host "The World and Your Classroom: Teaching Strategies for the 21st Century," a global education seminar.

On the agenda are speakers of international, national and regional renown, master teacher sessions on teaching strategies for all grade levels, forums and family activities. Concurrent strands will let participants select topics pertinent to their needs and interests while broadening their overall perspective of global issues. Emphasis will be placed on U.S. relations with Canada, Mexico and the Pacific Rim nations. Graduate credit is available.

For information, contact George Gerard, Director of Inservice, Libby Public Schools, 293-6204, ext. 219.

SCHOLARSHIPS FOR YELLOWSTONE STUDY

According to the Yellowstone Institute, a nonprofit natural science, history and education organization, Montana educators will have an opportunity to attend summer field courses in Yellowstone National Park under a new scholarship program.

The Institute offers over 50 short field courses in topics that range from wildlife to history, astronomy to photo-

graphy. Most classes run two to five days at Institute headquarters in Lamar Valley Buffalo Ranch, northeast Yellowstone.

The scholarship program is made possible by grants from Artcraft Printers, with various locations around Montana, and Michael Sample of Billings. About 10 scholarships will be available for Montana teachers.

For details about the courses and scholarship application forms, write: Yellowstone Institute, Box 117, Yellowstone National Park, WY 82190 (307-344-7381, ext. 2384).

DISTANCE LEARNING IN MONTANA

More Montana schools are using telecommunications technology to bring courses, conferences and seminars into the classroom from around the country. Several distance learning programs available now include:

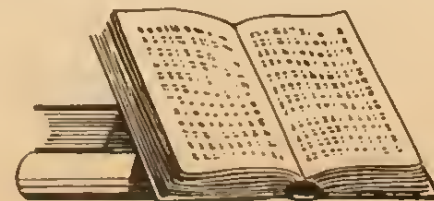
Education Programs That Work by Satellite, a monthly service of the National Diffusion Network, introduces exemplary education programs to a national audience of educators for potential use in their schools.

EDUNET is an interactive electronics and drafting course taught by two Helena High School teachers to 14 high schools around the state, using computers with modems.

C-SPAN in the Classroom is live coverage of Congress and congressional hearings, National Press Club addresses and special features on current public affairs.

German I and II, Physics, Advanced Placement Calculus and Trigonometry by Satellite are now available each semester from the Arts and Sciences Teleconferencing Service of Oklahoma State University. Coursework includes the use of two-way audio and interactive microcomputer.

For more information on these and many other programs, contact Ron Lukenbill, Montana Facilitator Project, Office of Public Instruction.



DEAR SOMEONE

A highlight of Artists in Schools/Communities, a program sponsored by the Montana Arts Council, is the publication of an anthology of work by participating students and teachers. Each anthology is an impressive sampler of creative writing and reinforces the effectiveness of having talented writers work directly in Montana's schools and communities.

In these pages are poems from anthologies issued in the past several years, reprinted with permission from the Montana Arts Council. Authors are given with the name of the school they attended at the time their poem was published.

The Artists in Schools/Communities program is supported by participating schools, Montana Arts Council, the Montana State Legislature and the National Endowment for the Arts. For information, call the Montana Arts Council in Helena (444-6430).

All poems are copyrighted by the Montana Arts Council.

From *The Secret In Its Rocking Chair*
1980-1981

IN MY BIG HOUSE ON THE HILL

As I was looking at the lights
below me
something inside of me
made me think of my
uncle's farm.
I didn't think of
the young horse playing in the fields
instead
I thought of the crops wilting
and about the locusts he had
that fall
how they lodged in the spine
of his dark red soil

Jill Esp
Arlee Jr. High

RESERVATION SPRING

They call these purple flowers Shooting Stars,
but we are down to earth with Roosterheads
as meadowlarks sing their magic at half moon.
Yellow bells ring to spring pink bitterroot.
Brown colts turn white aspen green
while Agency Creek roars white:
My children's laughter a robin's song.

Vic Charlo, Principal
Two Eagle River School, Dixon

Pick up the
Old man off of the ground said the
Little old lady,
Use him for
Soup.

Joe Polus
Emerson Elementary, Bozeman

When I looked at the mountain
I saw snow and some trees and
those grasses were green.
But when I saw those grasses
the snow was beginning.

Tran Tben Hieng
Irving Elementary, Bozeman

I see the little colt frantically
bucking, turning and twisting,
like a brown paper sack
on a road on a windy day.

Sean Tthree Irons
Crow Agency Elementary

I lie sprawled across a field
Stomach planted firmly, compressing the blades beneath,
Toes digging in
perhaps crushing a worm's only trace of existence.
There, nose-deep in the green flood of plants
I smell life.

Lisa Pribanic
Bozeman Sr. High

Dark-haired
Antagonist
Vows to constant
Indigestion
Decides to

Try
Refried foods
And
Vegetables
Eats so many
Rubber
Socks he
Overinflates

David Traverso
Deer Lodge Jr. High

DEAR SOMEONE,

This place, Montana, is unusual.
Trees are mysterious, big,
green, and lose their needles in winter
as an old man loses sight.

As you come over in a plane
you see many checker boards
among the waving plains.
You feel like telling them
where to move on the board,
but somehow you feel restrained.

When your plane lands, you
feel as if you're not wanted.
Many people will know your name,
but some will not. Many a forest
is so thick you make your way
with a toothpick.

Signed, a checker board
player of the wavy plains.

Jennifer Fitzwater
Polson Middle School

AT THE STATUE OF LIBERTY

the wind is so strong
that it glues me to
the wall. As I peek
through the torch I
feel dizzy and sick
and see the water.

Matt Donagby
Longfellow Elementary, Bozeman

From *I Didn't Say That*
1981-1982

STACKING HAY

Always make that first tier
just so.
Figuring to the last bale
for the perfect size.
Pushing that bale running to grab
another.
Hurrying faster
that monster of a farmhand is
bringing another load.
The second tier is beginning.
I am at the top of the stack.
It is windy on the fourteenth tier.

Philip Gyger
Sweet Grass County High, Big Timber

I DREAMED

I was in a room
with an obnoxious clock that ticked so loud
I couldn't think.
As it ticked
the room filled up with Christmas cards.
They poured in through the windows
and door.
I backed into a bare corner
and watched.
After a few minutes
breathing was like trying to get air
from a small balloon.

Wanda Dowdy
Bozeman Sr. High

BROCKWAY

Since losing its county seat
to Circle, the bank is now the only bar.
From its safe a man with three cases of Bud
lurches toward his wife, her face
a cirrhotic map. It's 10 A.M.

Two ranchers. One nurses his third
Boilermaker. The other, wheat growing from the cuffs
of his jeans, is mesmerized by the slot machine.
We order Bloody Marys and ask the way
to Turtle Lake. Outside it's raining.
The roads are slime. We stay.

David Dale, teacher
Ronan High School

From *Now I Become*
1984-1985

FIRST DATE

Just me and him out for the first time,
Alone.
Nothing to talk about,
Silence.
Sweaty hands, long night.
Thank God it's over.

Dani Jo Boebm
Blue Sky High, Rudyard

Poetry in Montana Schools

When my Grandfather died
I felt alone
I could see him in my father's eyes
When my grandmother died
I could see her in my mother's eyes
Then I became alone
As if I too were gone

Charlie Windi Baker
East Glacier Elementary

I wish
I was a millionaire
As rich as fresh
picked coffee beans
I'd buy tons
of bubblegum
and take it in my plane
I'd fly as high
as the moon that scrapes
the sky
and throw that
bubblegum as far
as the nearest star
and bubbles would blow
and stop any war
it would mess up the guns
and clog the jet's engines
and hold the missile
to its launch pad
it would surround the subs
and fall on the ships and
radars would lose their
blips
I wish
I was
a millionaire

Justin Adams
Monforton School, Bozeman

MELANIE'S HAIR RIBBON

It is like you could
see trains roaring through
It is like a train track.

It may be saying
Get me out of this hair
I'm sick of doing work.
It is hard to hold all
this hair in place.

Tied in a bow it sounds
and feels like soft silk.

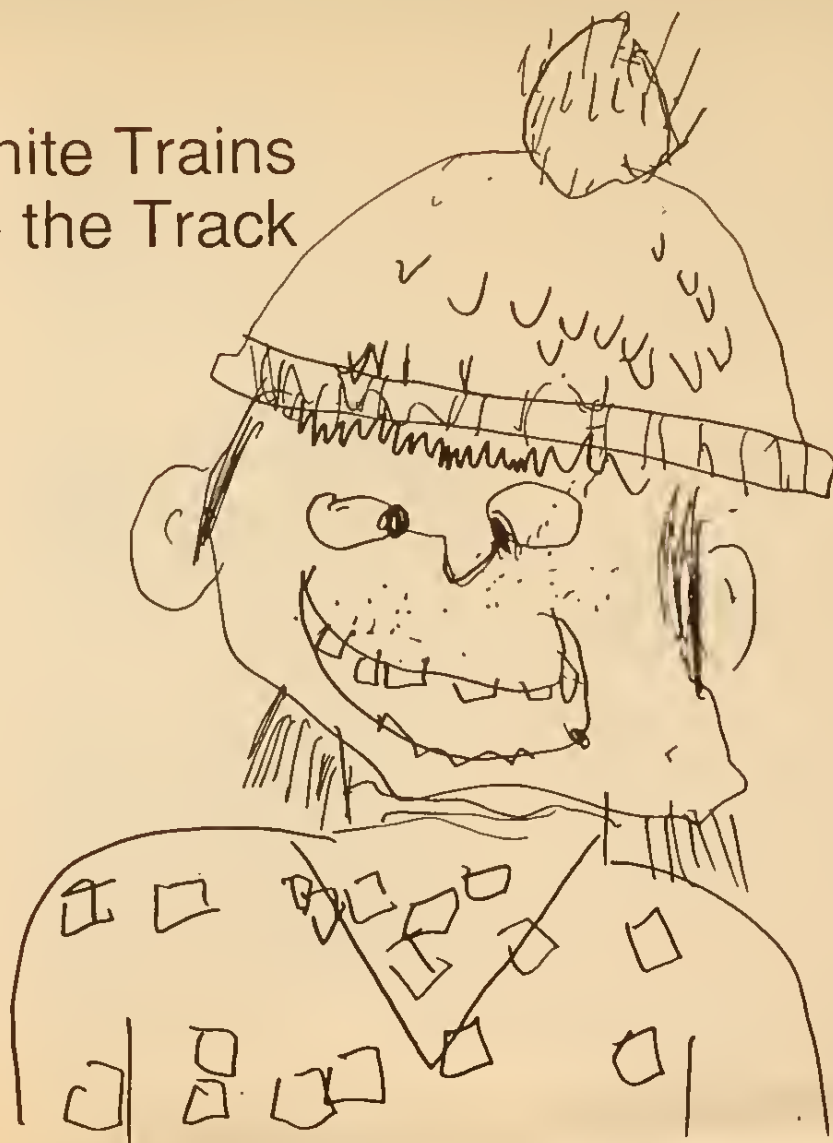
A question would be what
Is inside of such a broad,
pink ribbon
and the answer would
be elephants holding it
up there in place under
silky waterfalls.

Catherine Mason
Bigfork Elementary

THE BLESSING OF YOUTH

I often wonder
If it wasn't some
sort of blessing in disguise:
my father's stroke
touched us all
and seemed to pull us closer together.
I found out later

How White Trains Rumble the Track



How White Trains Rumble the Track, the 1985-86 anthology of writing by students and teachers in the Artists in Schools/Communities program, is available for 75 cents (postage) from the Montana Arts Council, 35 Last Chance Gulch, Helena, MT 59620. Cover by Michael Sinclair, Sacajawea School, Great Falls.

that doctors didn't have much hope
and thought he was sure to die.
But only being nine
I didn't understand
the situation.
I had not the slightest idea
what had really happened.
All I knew
was that he could
no longer walk or talk.
But I still loved him
and accepted it with ease.
Maybe that's the blessing.

J.J. Carmody
Cardwell Elementary

SEASON OF TEACHER

The winter teacher is
strict, hitting kids with
her long wooden ruler.

The spring teacher is
frustrated and fed up
with her innocent sweet students.

The summer teacher is itching
to see her new students, eager to go back
to school driving her husband crazy.

The nervous sweet fall teacher
is ready to lock a ball and chain
around her students' ankles.

Andy Goff
Livingston Middle School

ODE TO A NEWT

You're silent
like a worm
on a sidewalk

You look like
a wet stick
in a pond

You swim with
a wiggle through
the water at all times

But when I listen,
listen very hard, I
can hear a slight break
in the silence like:

go away

get me out

Praesentia Cliber
Graff Elementary, Laurel

These poems were reprinted from:

I Didn't Say That: Writing by Students and Teachers in the Schools of Montana, 1981-1982.

The Secret In Its Rocking Chair: Writing by Students and Teachers in the Schools of Montana, 1980-1981.

Now I Become: Writing by Students and Teachers in the Schools of Montana, 1984-85.

The most current anthology from the Artists in Schools/Communities program, *How White Trains Rumble the Track*, was published this spring.

RESOURCE NOTES

Resource Notes, by staff specialists at the Office of Public Instruction, give Montana educators a variety of useful information and access to important resources in specific subject areas. If you have any questions about what you read here or simply need assistance, call OPI 444-3095.

SCHOOL FOODS

Special Milk Program for Kindergartens

Starting in August, schools with kindergarten children who do not have access to a school lunch or breakfast program may apply for a reimbursable Special Milk Program. Federal regulations now allow certain kindergartners to participate when circumstances meet requirements. Call OPI's Division of School Food Services for information (444-2501).

Cooperative Purchase Deadline and Survey

Administrators and clerks are reminded that purchase orders for September's Cooperative Purchase bid *must be in this office by June 5*, as explained in a memo sent to each school food authority in April.

The bid will be awarded on September 10, with a delivery deadline of October 30.

OPI has sent out an interest and feasibility survey on the cooperative purchase of school items other than foods. The survey is designed to determine interest in cooperatively purchasing paper and other products with OPI acting as broker. Montana school lunch programs have saved over a million dollars through the Cooperative Food Purchase program.

Training Conference

Budget constraints mean that only one school food service training conference will be held this year. It will be at the C.M. Russell High School in Great Falls, August 11-13. Preregistration is \$20, \$25 at the door.

An outstanding agenda* is planned, including classes on using computers in accountability, meal preparation, inventory, free and reduced price applications, program management, food preparation, baking, fire and personal safety, sanitation and more.

Staff Changes

Ruth Boyce, OPI's Food Distribution Coordinator, retired in March. She passes along her best wishes to the many people who have worked with her over the years. Janet Miller has taken over the position.

TRAFFIC ED

National Conference

The American Driver and Traffic Education Association's annual conference is

August 9-12 in Spokane, Washington—practically "in our backyard." If you have never attended a national conference, this is your chance. The program will be outstanding, and special family activities will be offered. For information, contact Curt Hahn at OPI (444-4432), ADTSEA (703-836-4748) or Washington Traffic and Safety Education Association, PO Box 164, Olympia, WA 98507.

Advanced Driver Ed

OPI will host 36 one-day Advanced Driver Education Workshops for any licensed driver wishing to learn techniques for handling critical and/or emergency driving situations. For information, call 444-4432.

Safety Belt Use Up in States With Laws

By the time you read this, Montana will have a safety belt law. States with such laws report dramatic increases in safety belt use. For example, since laws were passed, safety belt use in Massachusetts has gone from 17 percent to 41 percent; from 27 to 45 percent in California; and from 37 to 81 percent in Hawaii, according to the U.S. Department of Transportation et al.

—Curt Hahn
Traffic Ed Specialist

PUPIL TRANSPORTATION

No Smoking on School Buses: It's The Law

Do school districts have the right to tell school bus drivers that they cannot smoke while driving a school bus? The Montana Clean Indoor Air Act makes it clear that you *cannot smoke* while driving a school bus.

MCR 50-40-102 states, "the purpose...is to protect the health of non-smokers in public places and to provide for reserved areas in some public places for those who choose to smoke." MCR 50-3-103 adds, "Enclosed public place means any indoor area, room, or vehicle used by the general public or serving as a place of work, including but not limited to restaurants, stores, offices, trains, *buses*, educational or health care facilities, auditoriums, arenas and assembly and meeting rooms open to the public" (*italics mine*).

New Bus Driver Licensing Procedure Coming

Over the next two years, states are required to establish new procedures for testing and licensing school bus and other commercial drivers, as mandated by provisions of the omnibus anti-drug bill enacted by Congress last year. An applicant for a new classified license must be road-tested on the type of vehicle that he/she will be driving.

The law also helps crack down on commercial drivers driving under the influence of alcohol or drugs. PL 99-570 requires the U.S. Secretary of Transportation to issue

regulations on single licensing by July 1, 1987, and on standards for driver testing by July 15, 1988. We will help keep you informed about developments.

Mandatory Retirement Policies Are Now Illegal

Congress has adopted amendments to the 1967 Age Discrimination in Employment Act, which makes it illegal for most employers to require mandatory retirement at a certain age. The new language says that employers must continue to offer group insurance for workers over age 70. Exceptions are for firefighters, police and college faculty only. As under the original law, however, where an employer can demonstrate that age is a "bona fide occupational qualification reasonably necessary to the normal operation of a particular business," further exception to the new rules can be obtained by petitioning the Equal Employment Opportunity Commission.

The provisions took effect January 1, 1987, except for employees subject to collective-bargaining agreements.

—Terry Brown
Pupil Transportation Specialist

LIBRARY MEDIA

AV Library Media

Can OPI's AV Library provide new materials and better service to your school? Absolutely yes!

A new computer booking/billing system now makes it possible for AV Library staff to determine if your request can be filled or if alternative dates are available—as you call in your request.

A "core collection" of 1500 films and videos is the basis of a new database catalog which can generate subject catalogs, listings by subject/grade level or a list of the entire collection. When the catalog is published, you will still have to rely on both it and the 1984 edition. In time, it is hoped that the entire collection will be on this database. Collection reconversion is a BIG JOB, so please be patient.

Summer Inspirations

Summer's coming! Won't you be glad to get your inventory done? As you labor with that task, think of the time when you can



zip around your library with the new barcode reading light pen that stores a thousand titles. Automation can really be a work saver!

Along those lines, do some at-home inservice with do-it-yourself computer workbooks such as *Appleworks for School Librarians*, by May Lein Ho (Hi Willow Research, 1985), or *Appleworks for Educators: A Beginner's Workbook*, (ICCE, 1787 Agate St., Eugene, OR 97403).

Taking Advantage of Media: A Manual for Parents and Teachers, by Laurene Krasny Brown, uses current research to address the old concerns: Is the medium the message? How are various media best used? Another worth a look is *Mind and Media: The Effects of Television, Video Games and Computers*, by Patricia Marks Greenfield (Developing Child Series, Harvard Press, 1984).

Your summer reading should include William Russell's *Classics to Read Aloud to Your Children* and *More Classics to Read Aloud to Your Children*, wonderful anthologies for elementary through high school.

Don't forget the shot-in-the-arm that can come from a summer course at one of our colleges or universities. Finally, call, drop me a line or stop by if you are in Helena to let me know your concerns and needs for school library media centers. I might be able to help.

—Margy Rolando
Library Media Specialist

MATH/SCIENCE

NCTM Standards for Math Instruction

The National Council of Mathematics (NCTM) recently launched a major new program aimed at setting national professional standards for curriculum and instruction in math for grades K-12. A Commission on Standards for School Mathematics will develop the standards in the two-year NCTM project.

The standards will reflect, as nearly as possible, a professional consensus. NCTM has enlisted the cooperation of various national math groups and has carefully outlined plans for surveys, document drafts and review, conferences and discussions. A final document is expected in Summer 1988 for adoption of standards by the fall of that year.

PL 98-377 Funding

Preliminary figures for 1987-88 funding of the math/science PL 98-377 show that Montana's share will be about \$360,000 (\$108,000 for higher education, \$252,000 for elementary and secondary). 1987 funds that were not requested by districts will be added to this allocation.

All grants to districts must be spent for *staff development* in math and/or science, not for equipment or instructional supplies. While computer education and foreign language are included in the legislation, funds may not be expended in these subject areas until all staff development needs in math and science are met and a waiver is obtained

RESOURCE NOTES

from the state office.

Information and district applications were mailed to schools in late April. Ask your school administrator to watch for this material—last year only 70 percent of the available funds were requested! Committees working on staff development plans as required in state accreditation standards should remember that the program funds can be used for teacher inservice in math and science.

If you need additional information, contact Bob Briggs (444-4439) or Dan Dolan (444-4436) at OPI.

Resources for Accreditation Requirement

State accreditation standards require districts to provide three days of staff development for all certified staff. Many districts are now completing PIR-day forms, which may include one or more of these inservice days.

If a district has identified inservice needs in math and/or science, several valuable resources are available.

The Excellence for Montana Mathematics Education (EMME) project has carefully selected and trained teachers who can present elementary math inservice to meet district needs.

Thirty outstanding junior and senior high school teachers being trained by the Integrating Mathematics Programs and Computer Technology (IMPACT) project will be available for local inservice next school year. IMPACT places special emphasis on student units in data analysis and probability, and integrating the computer as a regular tool for math instruction in grades 7-12.

Elementary science teachers trained to become regional science advocates under Better Elementary Science Teaching (BEST) will be available next year for local or regional inservice. They will help teachers implement an activity-based elementary science program and will develop a statewide electronic bulletin board that gives access to resources.

As your district designs inservice plans for next year, keep these resources in mind. Money is not a problem! Most districts will receive an allocation under the federal math/science program (see above). State and regional programs may be funded through state department monies, higher education allocations for inservice workshops, or additional sources. Contact Bob Briggs (444-4439) or Dan Dolan (444-4436) at OPI.

Summer Inservice

Elementary and middle school math and science teachers may be interested in three college-unit programs sponsored by Western Montana College and OPI and funded through PL 98-377. In some cases, stipends are available for eligible teachers.

Structured Mathematics Thinking: An Activity Approach to Teaching Mathematics in the Intermediate Grades—For teachers grades 3-8 who work with Native American students. Special emphasis on cross-cultural illustrations of content and teaching methods, better understanding of students with different cultural backgrounds. Two-week course beginning June

16 at Eastern Montana College. Contact Dave Davison, Education Department, EMC, Billings, MT 59101 (457-2174).

Effective and Creative Teaching of Physical Science (for teachers grades 1-8)—Introduction to current research and developments in science teaching, practical tools and hands-on activity experiments to enhance the elementary science curriculum. Four-week course beginning June 15 at Western Montana College. Contact John Rogan, Science Department, WMC, Dillon, MT 59725 (683-7132).

Advanced Teaching Strategies for Middle School Mathematics—For teachers grades 5-9 who wish to integrate problem solving and an activity approach in their math curricula. Focus on materials from the Math Lab Curriculum for Junior High project developed at Columbus, Montana. Math lab materials, problem solving activity books provided. Enrollment limited; apply before May 29. The course begins in July at Dawson Community College, Glendive. Contact Pat Edgar at Dawson (365-3396).

—Dan Dolan
Math/Computer Ed Specialist

GIFTED & TALENTED

Summer Enrichment for G/T Students

Summer courses around the state are a unique opportunity for gifted and talented students. Courses, dates, locations and contacts are below. In some cases, early registration is required.

Carroll College, Helena: Gifted Institute, grades 5-9, July 19-25 (Lynette Mohler, 442-3450). *Eastern Montana College*, Billings: College for Kids, grades 4-6, July 13-17; Discovery Institute, grades 7-9, July 6-10; Suzuki Institute, all ages, June 14-19 (Continuing Ed, 657-2203). *Flathead Valley Community College*, Kalispell: Computer Camp, early summer, late summer, grades 2-6, grades 7-12 (Kathy Higher, 752-5222). *MSU*, Bozeman: Peaks, Potential and Special People, grades 5-9, June 22-26 (Kim Nelson, 994-4930); Engineering for Jr. and Sr. High School Girls (Joy Kohl, 994-4930). *Montana Tech*, Butte: High School Summer Program in Engineering and Science, June 21-August 1 (Nina Klein, 496-4126). *UM*, Missoula: Computer Camp, grades 7-12, June 22-July 2; STEP (Summer to Explore Professions) and other programs, grades 9-12, June and July (Continuing Ed, 243-4623 or -2900). *MALT Language Camp*, south of Absarokee, grades 9-12, August 9-13 (Patricia Wyss, 587-0149). *Montana School of Creative Arts*, Helena, grades 7-12, June 15-26 (Jack Kober, 442-7123). *Montana Summer Science Camp*, Helena, June 29-July 10 and July 13-24 (Gil and Marilyn Alexander, 449-6325).

COMPUTER ED

Software Copyright Policy

While the increase in computers purchased by Montana schools has slowed

somewhat, the amount spent on software is now increasing dramatically, and rising costs have created questions about copyright policy and the copying of software programs.

The "Fair Use Doctrine," passed by Congress in 1980, allows the copying of computer programs under certain conditions. Administrators, library media specialists and teachers should use this law in their district policy on computer software. They also should look at *The Computing Teacher* (March 1987) for the most recent statement on software copyright, developed by the International Council of Computer Educators (ICCE). This important document can be a model for local policy and will get the word on software copyright protection out to all employees and students. Copies are available from ICCE, University of Oregon, 1787 Agate Street, Eugene, OR 97403, or Dan Dolan at OPI (444-4436).

Computer Use in Schools: Survey Results

The 1986-87 Computer Usage Survey of Montana, returned by 95 percent of our elementary and secondary schools, gives an accurate picture of computer use in the state.

Ninety-two percent of all elementary and secondary schools report that they have computers for student use. Schools report that 6,856 computers are used by 4,984

teachers to support instruction in all curricular areas. This means that 49 percent of Montana's teachers use computers and indicates a computer/student ratio of 1:22, one of the lowest in the United States. Apple has by far the greatest share (74 percent) of the school market in Montana, with Radio Shack at a distant second (9 percent).

Schools said their highest priorities in computer education were: 1) inservice; 2) evaluation and selection of additional software specifically correlated to the school curriculum; and 3) curriculum plans for a school computer education program.

If you would like a copy of the survey results or specific information, such as who is using an Apple to teach certain subjects or which schools will share curriculum plans, contact Dan Dolan at OPI (444-4436).

Computer Book Out of Print

The Elements of Computer Education, a handbook produced by OPI, is out of print and will not be reprinted. While this handbook was very successful and widely used, it has been decided that the needs addressed in the book have been answered to a great extent.

—Dan Dolan
Math/Computer Ed Specialist

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UNCLASSIFIEDS

Unclassifieds is a bulletin board of resources, events and announcements of interest to educators. The naming of a service or product does not mean a recommendation or endorsement by the Office of Public Instruction.

STUDY/EXCHANGE

YELLOWSTONE INSTITUTE

Nearly three million Americans have Yellowstone Park on their agenda each summer, and most of them pass through without ever giving themselves the opportunity to get to know the park. An alternative to the through-the-windshield view is a summer field course offered by the Yellowstone Institute.

The Institute's 58 courses range from one to five days and cover wildlife, plants, ecology, Indians, canoeing, photography, astronomy, history and many other topics. Some of the courses are designed especially for teachers and carry college credit to meet state and local requirements for recertification credit. This year scholarships are available (see "News Briefs," p. 5). All courses are held at Lamar Valley in the northeast section of the park.

For information and a catalog, write: The Yellowstone Association, PO Box 117, Yellowstone National Park, WY 82190 (307-344-7381, ext. 2384).

TEACHING AGRICULTURE AWARENESS

Agriculture in Montana Schools (AMS) will conduct a summer workshop for teach-

ers interested in learning more about agriculture-related careers and AMS teaching materials. The workshop will be held June 15-19 at MSU in Bozeman. Two continuing education credits may be earned, and teachers who complete the course will be eligible to apply for accreditation to teach the AMS/Continuing Education class in their own communities. For information, contact Nina Baucus, AMS, Box 167, Wolf Creek, MT 59648.

FULBRIGHT TEACHER EXCHANGE

Dreaming about life abroad? The Fulbright Teacher Exchange program, sponsored by the U.S. Information Agency, is a one-to-one exchange of elementary, secondary and postsecondary teachers with suitable teachers overseas. The 1988-89 program will involve Argentina, Australia, Belgium/Luxembourg, Brazil, Canada, Colombia, Denmark, Germany, France, Ireland, the Netherlands, Norway, Panama, South Africa, Switzerland and the UK. The number of exchanges and eligibility requirements vary by country. The program also offers opportunities for participation in three- to eight-week seminars in the summer of 1988 in Italy and the Netherlands.

The deadline for applications is October 15, 1987. Applications and information are available from: Fulbright Teacher Exchange Program, E/ASX, US Information Agency, 301 4th St. SW, Washington, DC 20547.

SCHOLARSHIPS FOR AERONAUTICS STUDY

The Montana Aeronautics Division is offering \$100 scholarships to teachers interested in attending one of six Aerospace



Teachers Workshops in June. The course is designed for teachers and may be taken for college credit. Workshop sites are local colleges and universities.

For information contact the Montana Aeronautics Division, PO Box 5178, Helena, MT 59604. Course information may be found in flyers and summer school catalogs distributed by the University of Montana, MSU, Carroll College and Dawson Community College.

TAFT SEMINAR AT UM

The University of Montana has been selected to sponsor a 1987 Taft Seminar for Teachers, open to elementary and high school teachers from all 50 states. The seminar is a rare opportunity to explore American politics and government with practicing politicians from both political parties. Thirty teachers will be chosen to participate, and graduate credit will be awarded. For information, contact: Dr. James J. Lopach, Political Science Department, University of Montana, Missoula, MT 59812 (243-5202).

TELECOMMUNICATIONS

SCHOOLS LINKED WITH CONGRESS BY TV

Sun World Satellite News, an independent news service, has launched an effort to link students with their congressional representatives through video technology. The "Roll Call" project solicits questions from junior and senior high students; then submits them to their congressman or senator. Sun World then puts the lawmakers' responses on videotape cassette to be replayed to the students on their classroom television.

The cost to schools is \$300, or a slightly higher fee if student and lawmakers are linked directly by satellite TV networks. For an information packet, contact: Sun World, 444 N. Capitol, Suite 601C, Washington, DC 20001 (202-783-7411).

RURAL SCHOOL SURVIVAL

Sharing exemplary programs and outstanding teachers across school boundaries, through the use of telecommunications, allows small rural schools to respond positively to declining enrollments, increasing levies, decreasing state funds, increasing educational expectations and greater educational opportunities.

For a list of Montanans pioneering in distance learning, electronic mail and bulletin board systems, Interactive laser

videodisc lessons, teleconferences by satellite or microcomputer, videotape lessons with two-way audio, low power or cable television, contact the Montana Facilitator Project, Office of Public Instruction, State Capitol, Helena, MT 59620.

EVENTS PAST & FUTURE

"SKILLS THROUGH INVENTION" PROGRAM

Kathy Pattee, principal at Monforton School, Bozeman, and Monforton counselor, Susanna Irion, attended the first "Invent America" conference in Washington, DC, in February. The conference was sponsored by the U.S. Patent Model Foundation, one of the growing number of organizations supporting school programs that develop the creative thinking skills of school children at all levels. Invent America is a national effort to help educators teach problem solving skills through the invention process.

Pattee and Irion will disseminate information about Invent America and have arranged sectionals at the School Administrators of Montana, MEA and other upcoming conferences.

CONFERENCE REVITALIZES TEACHING/LEARNING

The 3rd Annual "Creating our Future in Education" conference, sponsored by New Horizons in Learning, will be held in Tacoma, Washington, June 16-20. The creative format of the conference has made it one of the most popular in the region. "Each day is filled with learning new information and practical strategies that can motivate and revitalize anyone interested in teaching or learning," the conference program says. Diverse activities and speakers ranging from theorists to practitioners are on the agenda. The preregistration deadline draws near; as soon as possible, contact New Horizons Learning, PO Box 51140, Seattle, WA 98111, 1140.

RESOURCES

RESOURCES PROMOTE MATH

Would you like to have guest speakers who support your emphasis on the importance of math to students' futures, answer questions on math prerequisites for various careers, and encourage both girls and boys to take a maximum of math and science courses in school? Women and Mathematics, a national program from the Mathematical Association of America, is making such resources available to Montana schools.

The lectureship program brings to the classroom women who use mathematics daily in their professions. WAM's regional coordinators are compiling a list of speakers for school year 1987-88. The list will be mailed to math chairpersons in each junior



NATIONAL SCHOOL BUS SAFETY WEEK

September 20-26

STUDENT POSTER CONTEST

Celebrate National School Bus Safety Week by involving your students in a statewide poster contest that promotes school bus safety. National winners will receive savings bonds, and the Montana Association of Pupil Transportation will give cash awards and certificates to the first three place winners from Montana. Here are the details:

WHO: Open to students in public, private or parochial schools. Divisions: grades K-3 and 4-6. **WHAT:** Posters on "Be Smart, Be Seen" school bus safety concept. 12x18 inches with one-inch space for entry blank. Any media except metal, glass, plastic or collage. Must be original, correct in safety concept and the exclusive work (idea, design

and execution) of the student. **HOW:** Obtain an official information sheet and entry blanks from your County Superintendent of Schools or Jean Pfeffer, Transportation Coordinator, Office of Public Instruction, State Capitol, Helena, MT 59620.

DEADLINE: October 17, 1987.

high and high school in the state.

For more information, contact Glenda Tinsley, North Junior High, 2601 8th St. NE, Great Falls, MT 59405 or Cynthia Baumann, Highland Park Elementary, 1312 7th Ave. North, Lewistown, MT 59457.

MATH HANDBOOK FOR MIDDLE GRADES

Columbus Returns! Math Activities for Middle Grades, published by the Montana Council of Teachers of Mathematics, may be ordered by any teacher interested in an activity-based approach to mathematics for grades 7-8. The booklet's problem solving activities can be easily reproduced for classroom use. Send name, address, and \$5 to MCTM, c/o Mary Buck, 57 John G. Mine Rd., Helena, MT 59601.

KINDERGARTEN MATH GUIDE

The Montana Council of Teachers of Mathematics and Office of Public Instruction's *Kindergarten Math Guide* is available free by request to interested teachers. The

booklet contains a math skill inventory which measures the abilities of kindergarten or prekindergarten children in several areas of math understanding. It also has activities for teaching various math concepts, classification, comparison, time, money, counting and computation. Contact Dan Dolan, Math Specialist, Office of Public Instruction, State Capitol, Helena, MT 59620.

ADVICE ON WEST POINT

The newly formed West Point Parents Club of Montana offers its services to parents, guidance counselors and students interested in attending the U.S. Military Academy at West Point. The club can assist with questions about admission requirements, application procedures, military obligations and cadet life. Also, arrangements can be made for a cadet to speak to your school during his/her holiday leave. To be put in touch with someone from your area of the state, contact Kay McCowen, West Point Parents Club of Montana, 824 Lost Horse Rd., Hamilton, MT 59840.

SCOUTS DEVELOP DRUG EDUCATION PACKET

The Boy Scouts of America have developed a colorful and comprehensive packet of information, "Drugs: A Deadly Game—An Educational Program for Youth." The factual booklet, teacher's guide and 16-minute video use the most up-to-date facts, role models and health instruction to explain to young people the dangerous effects of drugs.

For more information about the packet, contact your local Boy Scout troop; James King, Montana Council, Boy Scouts of America, 820 17th Ave. South, Great Falls, MT 59405; or Drug Abuse Task Force, S200, Boy Scouts of America, 1325 Walnut Hill Lane, Irving, TX 75038-3096. Ask for an order form and price list.

STATISTICS ON MONTANA SCHOOLS

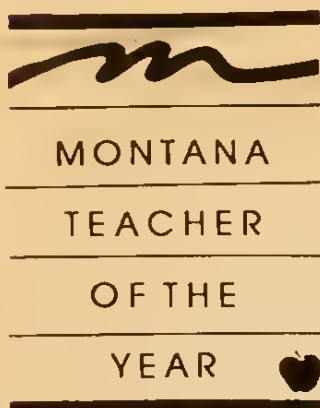
A limited number of copies of *Public Education in Montana 1985-86*, the annual report of the Board of Public Education and

Office of Public Instruction, is available by request. The report contains statewide statistics on enrollment, student achievement, demographics, school organization, finances and other subjects. There is no charge for the booklet. Contact Public Information, Office of Public Instruction, State Capitol, Helena, MT 59620.



Procedures revised

TOP TEACHER PROGRAM HAS NEW LOOK



Each year the Office of Public Instruction coordinates the Montana Teacher of the Year program, which recognizes the valuable contributions of one of the state's outstanding classroom teachers. While the underlying purpose of the program—the recognition of excellent teaching—has not altered, this year will bring significant changes in procedure.

Procedural Revisions

For the past several years the Council of Chief State School Officers (CCSSO), sponsors of the National Teacher of the Year program, and other education organizations have examined ways to improve the selection procedure by avoiding the cumbersome and often inequitable "notebook" format of candidate presentation. Although states were free to design their own applications, most of them used the notebook format, or slight variations of it, so that their candidate would be eligible for the national honors.

Hundreds of bulging notebooks passed through the mails. Bleary-eyed selection

committee members plowed through a zillion color photos showing teachers with their students, with other teachers, with their dog, with the volleyball team, mayor, Hollywood celebrities, etc., trying to find the seemingly elusive trait of "teaching effectiveness" between the kodacolor dots. Despite the awkward "beauty contest" format, fair and superb choices were made. Each year Montana had a fine Teacher of the Year, but committee members were discouraged by the presentation requirements that teachers were directed to follow.

In April CCSSO issued an entirely new and simplified national application form based on the best and most relevant elements of the highly successful Teacher in Space application, designed several years ago by NASA. This form will be used for the 1988 program as a pilot test and, after any necessary revisions, will be finalized for 1989.

Recognizing that Montana's candidate must use the new CCSSO format to be eligible for the national competition, the state has redesigned its Teacher of the Year application materials.

The Candidate Portfolio

All candidates for the 1988 Montana Teacher of the Year must use the official portfolio application issued by the Office of Public Instruction. **The scrapbook, or notebook format will not be used.**

The candidate portfolio contains the following components:

1. Identification page for the candidate's name, school, black and white photograph.
2. Basic data sheet.

3. Section for an official letter of nomination from the candidate's school district official.

4. Questionnaire to be completed by the candidate in the format and length requested.

5. Section for letters of recommendation.

The questionnaire consists of eight essay questions covering the candidate's education contributions/accomplishments, professional development, community involvement, ideas on education issues and trends, interaction with students, advocacy of the teaching profession, interaction with other teachers, accountability for student outcomes, and communication skills.

Official candidate portfolios and booklets with information and suggestions for local programs have been sent to each county and district superintendent in Montana. The portfolios must be completed and returned to the Office of Public Instruction *no later than September 30, 1987.*

Schools, groups or individuals may nominate a Teacher of the Year, and from this "Honor Roll of Montana Teachers," a state winner and two finalists are selected.

Qualifications

Candidates should be exceptionally skilled and dedicated teachers who plan to continue in an active teaching status. Certified teachers K-12 in any state-accredited Montana school are eligible. Nominations should be made without discrimination on the basis of race, sex, religion, national origin or handicap.

Several criteria are used to evaluate candidates. However, the most important is the

teacher's ability to inspire a love of learning in students of all backgrounds and abilities. Candidates also should have the respect and admiration of students, colleagues and parents and should play active and useful roles in their communities. They should be willing to devote time and energy to activities that improve instruction for children, able and willing to work cooperatively with their colleagues, and active in the promotion of exemplary teaching. Communication skills also are important.

It is important to remember that the Montana Teacher of the Year is not "the best teacher in the state." Rather, she or he is an articulate representative of Montana's many outstanding teachers, a spokesperson and advocate of education.

You are encouraged to participate in this important program by nominating and honoring an exemplary teacher. In this way the underlying purpose of this effort—education advocacy and the recognition of excellent teaching—will spread to every Montana community.

One of Montana's teachers will be Teacher of the Year 1988.

You can help make that selection.

TRAINING OPPORTUNITY CALENDAR

The following is a selection of professional enrichment opportunities of interest to school personnel. For information about specific listings, address inquiries to the contact person noted.

Summer is an opportune time for courses at Montana's colleges and universities, offered through their offices of continuing education. Contact the specific college or university for information.

"EDvents," a complete calendar of events, is available on OPI's electronic bulletin board accessed by computer at 444-3481.

MAY

May 16—Conference: *Chapter 1 Migrant Education*, Billings. Angela Branz-Spall, OPI, 444-4421.

May 22-23—Meeting: *Expanding Your Horizons State Planners*, Nevada City. Pat Christie, OPI, 444-5664.

JUNE

June 10-13—Workshop: *GESA Facilitator Training*, Whitefish. Pat Christie, OPI, 444-5664.

June 11-12—Meeting: *Board of Public Education*, Helena. Claudette Morton, 444-6576.

June 11-13—Workshop: *Project ACTIVE (adapted PE)*, Billings. Spencer Sartorius, OPI, 444-4434.

June 14-18—Conference: *Rocky Mt. Health Promotion*, Billings. Spencer Sartorius, OPI, 444-4434.

June 14-20—Conference: *Business Week '87*, MSU, Bozeman. Rosemary Strobe, 443-7888.

June 15-17—Conference: *Talents Unlimited*, EMC, Billings. Jann Leppien, 248-3239.

June 21-26—Seminar: *Physical Management*, Choteau. Spencer Sartorius, OPI, 444-4434.

June 23-Sept. 26—One-day workshops: *Advanced Driver Ed*, Lewistown. Curt Hahn, OPI, 444-4432.

June 25-26—Conference: *MT Assoc. for Pupil Transportation*, Billings. Buzz Christianson, 256-2830.

JULY

July 7-Sept. 26—One-day workshops: *Advanced Driver Ed*, Lewistown. Curt Hahn, OPI, 444-4432.

July 12-16—Seminar: *The Outdoor Classroom*, Dillon. Spencer Sartorius, OPI, 444-4434.

July 13-14—Meeting: *Board of Public Education*, Helena. Claudette Morton, 444-6576.

AUGUST

Aug. 3-7—Conference: *World Conference on Gifted/Talented Children*, Salt Lake City. Jeanette Misaka, (801) 581-5809.

Aug. 8-12—MALT Foreign Language Summer Camp, So. of Absarokee. Pat Wyss, MSU, 994-4448.

Aug. 9-14—Global Education Seminar, Libby. George Gerard, 293-6204.

Aug. 11-13—School Food Service Training Conference, Great Falls. Gary Watt, OPI, 444-2505.

Aug. 18-Sept. 26—One-day workshops: *Advanced Driver Ed*, Lewistown. Curt Hahn, OPI, 444-4432.

SEPTEMBER

Sept. 9-11—Workshop: *Chapter 1 Fall Workshop*, Billings. Nancy Coopersmith, OPI, 444-4420.

Sept. 10-26—One-day workshops: *Advanced Driver Ed*, Lewistown. Curt Hahn, OPI, 444-4432.

Sept. 14-15—Meeting: *Board of Public Education*, Helena. Claudette Morton, 444-6576.

Sept. 16—National Citizenship Day

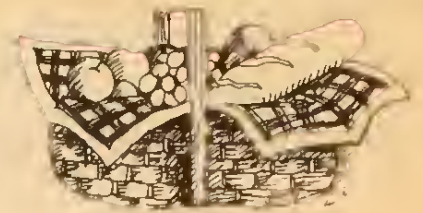
Sept. 17-19—"In Order to Form a More Perfect Union"—Montanans' Conference on Constitutional Literacy, Helena. Ed Eschler, OPI, 444-4433.

Sept. 20-26—National School Bus Safety Week

Sept. 22—Workshop: *MT Teacher Evaluation Workshop*, Bozeman. Judith Johnson, OPI, 444-3693.

Sept. 24-26—Conference: *Early Childhood Education*, Billings. Beth Reichert, 256-5385.

Sept. 30-Oct. 2—Conference on Developmental Disabilities, Missoula. Ted Spas, SRS, 444-5647.



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